Knowledge Organiser

KNOWLEDGE

Spring Term 2024
Year 9

THINKING SCHOOLS ACADEMY TRUST

PAIGNTON ACADEMY

Name: _____   **Form:** _____

CONTENTS

How to use your Knowledge Organiser for Home Learning

- Knowledge Organisers contain critical **core knowledge** that you must know
- It will help you recap, revisit and revise the **core knowledge** that you have learnt in lessons, so that you remember it in the long term
- You will use your Knowledge Organiser for most of your homework, but you can also do extra self-study to develop your long term memory
- You **MUST** have your book with you every day and in every lesson as it will be used alongside your learning

For homework:

- You will need to use the Knowledge Organiser for some of your Home Learning
- You will be asked to look at a specific section of your Knowledge Organiser
- Your homework from the Knowledge Organiser will be to learn the core knowledge set by your teacher. This will then be tested in your lessons

This should take about 15 mins per subject for Year 7, 8 & 9. Year 10 & 11 will be longer (set by the teacher)

- **You will have a home learning book to use for your home learning**
- **You must write the subject and date in your homework book**
- **You need to underline the subject and title as per lessons**
- **The knowledge learnt will be assessed during your lessons**
  There will be rewards for excellent work and sanctions for work not completed

HOME LEARNING PLAN:

- Your homework will be set **every Monday** on Class Charts

- Your homework book will be checked by your teacher where it has been asked to be used for your home learning (not all subjects)

- You can use highlighted notes, mind-maps, diagrams, flashcards to learn your **core knowledge**

- The section of homework you need to learn from your Knowledge Organiser will be on Class Charts as normal

- There will be a detention set by your teacher for not completing your home learning. If you fail to attend this detention, you will be in a detention on **Thursday evening** to complete your work

- You will be tested on what you have learnt by your subject teachers in your lessons (date will be on Classcharts)

- Completing your home learning is **YOUR** responsibility

Home Learning – Year 9 Spring Term

SUBJECT	HOME LEARNING TIME (12 weeks)	HOME LEARNING ACTIVITIES	WHERE TO COMPLETE e.g. home learning books, google classroom, subject home learning books, Seneca	HOW IT WILL BE MARKED
English	30 mins per week	Sparx Reader - students will read for at least 30 minutes per week Research task linked to SOW set at the beginning of the term	Sparx website	Students must accrue a certain number of points each week
Maths	30 mins per week	Retrieval: Pupils will recall work completed that week, plus other work in the year in consolidations tasks Flipped learning: Pupils will build on, extend work currently completed. This will feed into 'insights' given back to the teacher to feb into starter tasks	Sparx website	On the website
Science	30 mins per week	SENECA revision on topics taught that week, set by class teacher	On SENECA	Marked by SENECA and viewed for misconceptions by class teacher for Closing the gap
Geography	30 minutes per week	Retrieval activities based on the knowledge organiser. Flipped learning in the form of independent research. Revision will be set before mid and end of cycle assessments.	Geography: Complete on paper or shared as a Google doc / emailed to class teacher. Set on Class charts.	Through 5 a day, visual checks and questioning.
History	20/30 Minutes per fortnight (Set on Week B due on Week B)	Research tasks to find out about events happening during the same time period but elsewhere in the world. Retrieval to make connections to in class work.	Complete on paper / HW booklet. Template posted on Class Charts.	Homework handed in, checked & praise points awarded.

French/Spanish	20 minutes per week	Vocab learning based on a particular section of their Knowledge Organiser	Knowledge of learned vocab assessed in class	Corrected in class and PP added during the week
Art	1 hour per home learning, 3 hours total a term.	Home learning will consist of practical tasks focusing on retrieval and flipped knowledge linked to the project theme. Revision strategies will be included in home learning to support assessments.	To be completed on paper and work will be added to students' portfolios.	Home learning will be collected on the deadline by the class teacher, stamped and praise points awarded.
Ethics	30 minutes per half term	Seneca Learning	Class teacher	Through the Seneca platform
Drama	25 mins per homework	Every 3 weeks Retrieval: Students to complete activities based topics they have already learnt. Flipped Learning: Students to research new information for the next lessons and watch video examples	To be completed via Word Wall , google forms & Google Classroom	Self marking via google forms or word wall. Praise points awarded
Music	30 mins per 6 weeks (2x 15 mins per 6 weeks)	Google Form with retrieval listening activity for current topic, and flipped learning research activity for future topic.	Set on ClassCharts, completed on Google Forms	Marked on Google Forms
Food	20 mins per week	Pupils complete activities/worksheets based on topics learnt in class that week.Flipped learning: Pupils will research new information for the upcoming lesson to build on in class.	ClassCharts	Collected and marked by class teacher. Praise Points awarded
Computer Science	20/30 Minutes per fortnight (Set on Week A due on Week A)	Retrieval practice to define key terminology and showcasing understanding of key programming skills.	Completed on Google classroom or on paper.	Homework handed in, checked & praise points awarded.

ENGLISH

'Small Island' by Andrea Levy: Knowledge Organiser

About the play

Small Island is a novel written by Andrea Levy. In 2019, it was adapted into a play by Helen Edmunson. Although a work of fiction, Small Island takes place in the 1920s - 1940s. It tells the story of Hortense and Michael who emigrated from the Caribbean to England on the Empire Windrush in 1948. It shows the relationships they form, and the challenges they face starting a new life in a new country.

Key words

adversity - an extremely difficult situation **adverse** – extremely difficult

ambition – an ambition is something you want to achieve in life

Colony - A country that is ruled by a foreign nation is called a colony.

Dignified – if you are dignified, you are worthy of honour and respect.

Discriminate - to treat someone or a group of people unfairly because of their sex, race, religion or disability.

Euphemism – a euphemism is any phrase that hides another meaning.

Stigma - a set of negative and often unfair beliefs that a society or group of people have about something.

Stagecraft

A play is written to be performed in front of an audience.

A play is divided into acts and scenes.

A **change in scene** shows a **change in place or a change in time.**

The end of an act is more significant than other moments in a play.

Stage Directions tell us a lot about a character's feelings and motives.

Characters can **talk to the audience** to **reveal** their thoughts, feelings, and memories.

Tableau – A tableau is when some of the actors freeze in the middle of the action. It reveals a character's thoughts or feelings at a particular moment.

Characters

Hortense is a Jamaican woman. As a child she is given away by her mother in the hope that she has a better life. She is clever and proud. At the beginning of the play, Hortense has strong views about morality and the world. Hortense marries Gilbert not because she loves him, but so that she can go to England and fulfil her ambition of becoming a teacher in a country where she will be respected - 'no-one will feel sorry for I'. Hortense struggles to adjust to the reality Kef life in England as her dreams of being a teacher are rejected. At the end of the play, Hortense's feelings for Gilbert transform into love and pride at the end of the play when he addresses Bernard after his racist outburst.

Gilbert is a Black Jamaican man. His ambition is to become a lawyer in England. Gilbert is intelligent, charming and kind. Like Michael, he joins the RAF during The Second World War. Gilbert is a positive character who, like Hortense, has to adapt to the adverse situations he finds himself in. At the end of the play, Gilbert becomes mature and responsible by adopting baby Michael as his own with Hortense. He also realises that Hortense is worth 'more than the price of a ticket' to England. He ends the play with dignity and Hortense's admiration.

Queenie is a British woman. At the start of the play, Queenie dreams of romance and having her own family. Queenie marries Bernard, but she is unhappy in her marriage. She says 'It's not what I imagined for myself'. Queenie is overwhelmed by the stigma of raising a black child. At the end of the play, she gives baby Michael away saying, 'You know what? I don't think *I've* got the guts for it'.

Bernard is an English man. Bernard is quiet, nervous and old-fashioned. His ambition is to impress Queenie. Bernard is hostile to anyone who's not of his own race or class. Bernard typifies the racist attitudes that were prevalent in post-war Britain. His unwillingness to change his attitude makes him an unsympathetic character.

Events in the play: Act One

The play opens in Jamaica - 1939. Hortense prepares for the arrival of a hurricane and tells her story. The hurricane hits. Michael appears, shoving Hortense out of the way and rushing to passionately kiss Mrs Ryder.

We then move to England – 1941. Queenie rents out rooms in Bernard's house to soldiers. There is an instant attraction between Queenie and Michael. Hortense says she will lend Gilbert the money for the passage to England, if he marries her and sends for her once he has a place to live in England.

Events in the play: Act Two

The play ends in London- 1948. Gilbert and Hortense are discriminated against by colleagues, neighbours and Bernard. Queenie gives birth to Michael's baby. Queenie hands her baby to Hortense and Gilbert. They promise they will be proud of the child and he will be loved.

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Year 9 knowledge bank

For Maths, all students use Sparx for homework. However, it also uses codes (see third column) which give help videos to supports the students at home.

For the topics we study in any lesson (column 2), there are help videos linked. This will explain the essential knowledge (this is often called core knowledge in schools).

To access the help videos, type the code into the independent learning section of Sparx.

Maths Homework

All maths homework will be set on Sparx. Students can login by pressing "login with google" when they are on their school logins.

The homework will contain the following components:

- **consolidation** of the learning completed in the week;
- '**flipped learning**', where student will investigate work to be completed in class later;
- **retrieval** of previous learning, to practise bringing previously learned skill back into working memory;
- and **revision** for in-class tests.

We will use Sparx for revision for termly tests and support at home (using the curriculum maps on the maths section of the website).

Homework is every week. We offer homework help once a week at lunch on a Tuesday. Students can, of course, talk to their teachers any time they like to ensure they complete homework to 100%.

If a student completes all their homework in a year, they will have done the equivalent of 10 weeks of extra maths lessons every year.

Spring Term

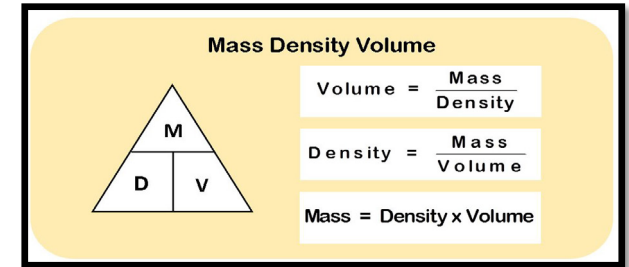| Using percentages	Percentages Part 2	Maths and money
Use the equivalence of fractions, decimals, and percentages (R) Calculate percentage increase and decrease Express a change as a percentage (R) Recognise and solve percentage problems (calculator) (R) Linked Sparx Clips: M264 M958 M553 M476 M533	Use the equivalence of fractions, decimals, and percentages (R) Calculate percentage increase and decrease Express a change as a percentage (R) Recognise and solve percentage problems (calculator) (R) Linked Sparx Clips: M264 M958 M553 M476 M533	Solve problems with bills and bank statements. Calculate simple interest. Solve problems with exchange rates. Solve unit pricing problems Calculate wages and taxes. Linked Sparx Clips: M901 U533 U332 U610
Maths and money Part 2	Deduction	Rotation and translation
Solve problems with bills and bank statements. Calculate simple interest. Solve problems with exchange rates. Solve unit pricing problems Calculate wages and taxes. Linked Sparx Clips: M901 U533 U332 U610	Angles in parallel lines (R) Solving angles problems (using chains of reasoning) Linked Sparx Clips: M818 M163 M606 M319	Identify the order of rotational symmetry of a shape. Compare and contrast rotational symmetry with lines of symmetry. Translate points and shapes by a given vector. Linked Sparx Clips: M910 M139 M523

Gas Pressure
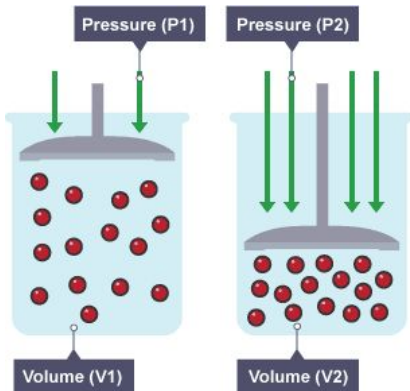
If we **decrease** the volume of the gas container but still have the **same number of gas particles**, then the particles have **less space to move**. For example, in the diagram at the side, the piston is pushed **downwards**.

Hookes Law

This equation only works if the elastic limit isn't exceeded
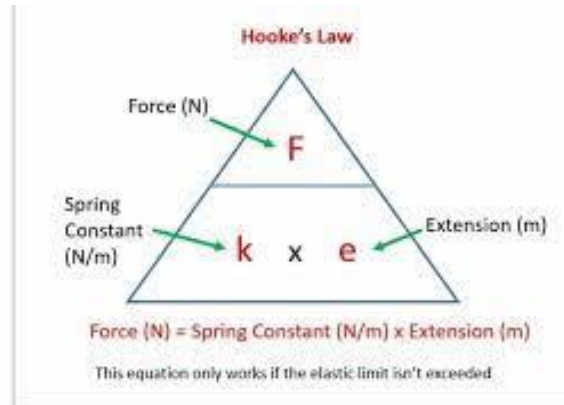
Density - How much space an object or substance takes up **(its volume)** in relation to the amount of matter in that object or substance **(its mass)**

Mass Density Volume

$$Volume = \frac{Mass}{Density}$$

$$Density = \frac{Mass}{Volume}$$

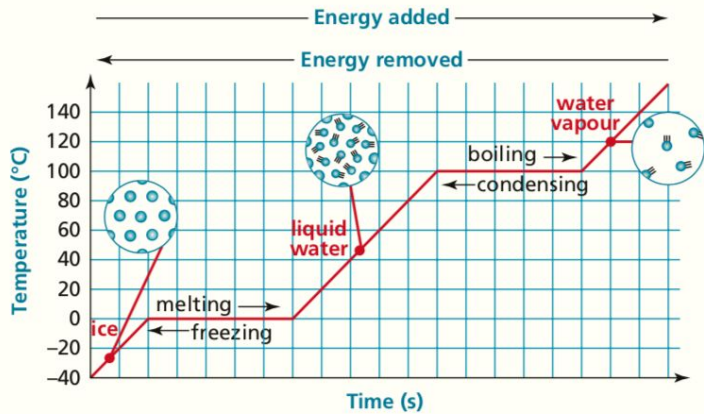$$Mass = Density \times Volume$$

Specific Latent heat

Figure 1.13 Temperature–time graph for heating water

1. Specific Latent Heat of Fusion – The amount of energy required to **melt** or **freeze 1 kg** of a substance, without a change in temperature. This occurs at the melting point.

2. Specific Latent Heat of Vaporisation – The amount of energy needed to **boil or condense 1 kg** of a substance without changing its temperature. This process occurs at the boiling point

Specific Heat Capacity

The **amount of energy** that is needed to change the temperature of a substance by **1⁰C**
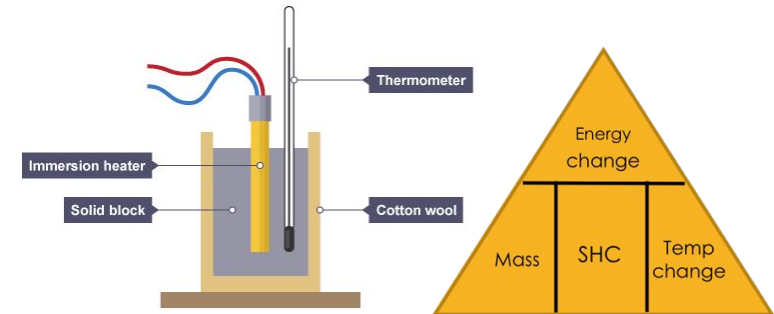
History of the atom

Democritus 400BC Materials made of solid spheres called atoms

John Dalton 1804 Atoms are indivisible, atoms of the same element are identical **(Plum pudding model)**

JJ Thompson 1897 Atoms are positive balls of charge with **electrons dotted through**

Rutherford 1911 The electron orbits a large ball of concentrated mass called the **'nucleus'**

Bohr 1913 The **electron** orbits in **spherical orbits** around the nucleus.

Chadwick 1932 Discovered the **Neutron.**

Size of the atom

Carbon atom

- 6 protons + 6 neutrons
- − electron
- + proton
- neutron

Radiation types
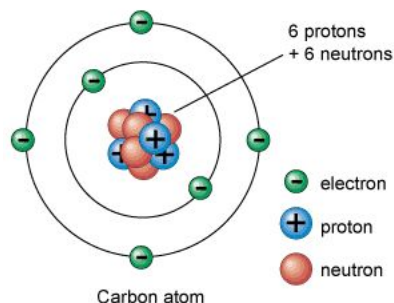
The diameter of an atom is about **1x10^{-10} m.**

The radius of a nucleus is less than one ten-thousandth of the radius of an atom **(about 1×10^{-14} m)**

Contamination and Irradiation

Contamination – Occurs if the radioactive source is on or in an object

Irradiation – When an object is exposed to a source of radiation outside the object

|	Nature	Charge		Range in air	Penetration	Ionisation
Alpha (α)	Two protons and two neutrons (helium nucleus)	+2		A few centimetres	Stopped by skin or paper	High
Beta (β)	A high-speed electron	-1		A few metres	Stopped by a thin layer of aluminium	Low
Gamma (γ)	Electromagnetic radiation	0		Hundreds of metres	Stopped by several layers of lead or concrete	Very low
Neutron (n)	A subatomic particle in the nucleus of an atom	0		Hundreds or thousands of metres	Stopped by a hydrogen-rich material, such as water or concrete	Neutrons can only ionise matter indirectly

Three Isotopes of Hydrogen

^{1}H Protium ^{2}H Deuterium ^{3}H Tritium
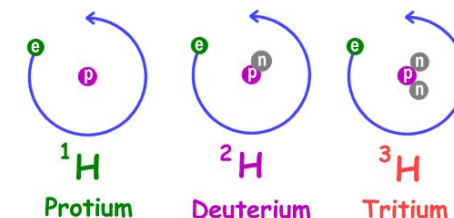
Isotopes

Atoms of the **same type** of **element** with **different numbers** of **neutrons.**

Half Life

The **'half-life'** of a **radioactive isotope** is the average time it takes for the number of **nuclei** of the **isotope** in a sample to **halve.**
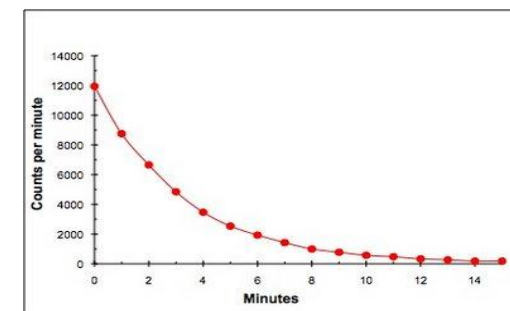
DATA TYPES

Data Type	Definition
String	Text eg: "Hello"
Integer	Whole number eg: 32
Float/Real	Decimal number eg: 1.2
Boolean	Two values eg: true or false
Character	A single character eg: b

Casting is when you want to change between data types. Eg – if you want to use an integer in a sentence you would need to convert it to a string.

VARIABLES AND CONSTANTS

Variable – A value which may change while the program is running. Variables can be local or global.

Local Variable – a variable which can only be used within the structure they are declared in.

Global Variable – a variable which can be used in any part of the code after they are declared

Constant – A value which cannot be altered as the program is running.

OPERATORS

Operator/Function	Definition
Exponentiation	Raises a number to a power eg: 2**3 OR 2 ^3 (=2^3)
Quotient/DIV	Gives the whole number after a division
Remainder/MOD	Gives the remainder part of a division
==	Is equal to
! or <>	Is not equal to
<	Is less than
>	Is more than
>=	Is more than or equal to
<=	Is less than or equal to

ARRAYS

One-Dimensional Arrays- this is like a list. In this example an array has been created called students. The list can hold 3 items (as shown).

This command would print the second item (1) From the array. It would print "Dave".

Lists start counting items from zero.

```
array students [3]
students [0] = "Bob"
students [1] = "Dave"
students [2] = "Bob"

print(students[1])
```

The first item in a list is therefore at position '0'.

```
• list = ["Train", "Car", "Foot", "Bus", "Taxi"]
```
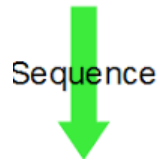
To add to a list you use Append.

```
• list = ["Train", "Car", "Foot", "Bus", "Taxi"]
• list.append("Aeroplane")
• print(list)
```

PROGRAMMING TECHNIQUES CONTINUED

PROGRAMMING CONSTRUCTS

Sequence

A Sequence is when there are programming steps that are carried out one after another.

Selection

Selection is where there are different paths in your code eg: IF, ELIF, ELSE

Iteration

Iteration is when there is repetition (loops) in code. This could be a WHILE loop (do something WHILE a condition is met) or a FOR loop (do something for a set number of times)

This count-controlled loop would print "Hello World" 8 times.:
```
for i=0 to 7
     print ("Hello")
next i
```

These condition controlled loops would check if a password's correct:

```
while answer != "letmein123"
     answer=input("Enter password")
endwhile
do
     answer=input("Enter password")
until answer=="letmein123"
```

STRING MANIPULATION

```
0   1   2   3        The characters in a string are numbered starting
W   o   r   d        with position 0.
```

Function	Purpose
x.length	Gives the length of the string
x.upper	Changes the characters in the string to upper case
x.lower	Changes the characters in the string to lower case
x[i]	Gives the character in position i. Eg: x[2] = "r"
x.substring(a,b)	Gives the characters from position a with length b. Eg: x.subString(1,2) = or
+	Joins (concatenates) two strings together

SUUBROUTINES

Why Use them	• Larger programs are developed as a set of sub-programs called subroutines. • Structuring code into sub-programs makes the code easier to read and debug. • Each sub-program can easily be tested. • Sub-programs can be saved into libraries and reused in other programs
Functions	Functions return values and create reusable program components.
Procedures	Procedures create a modular structure to a program making it easier to read. They do not return values

```
def find_square(num):
    # code
    return result
                         1
                    2
Square = find_square(3)
    # code
```

Reincarnation
Paranormal
Ghost
NDE
Medium
Hell
Resurrection
Afterlife
Death
Clairvoyant
Heaven
Purgatory

Quizlet

Use Quizlet on the internet – type **PCSA Ethics Yr9 Life After Death**
It has different games to help you learn the spelling and meaning

Life after death
People have many different beliefs about what happens to us after death. We may believe that nothing happens, we may have religious beliefs, or we may believe we come back as another human or an animal.
We explore what people believe and why they may have such beliefs.

The Lovely Bones Film

The Lovely Bones is a 2002 novel by American writer Alice Sebold. It is the story of a teenage girl who watches from her personal Heaven as her family and friends struggle to move on with their lives while she comes to terms with her own death.

Ghosts

A ghost (sometimes known as an apparition, haunt, phantom, poltergeist , shade, spectre, or spirit) is the soul or spirit of a dead person or animal that can appear to the living. In ghostlore, descriptions of ghosts vary widely from an invisible presence to translucent or barely visible wispy shapes, to realistic, lifelike forms. The deliberate attempt to contact the spirit of a deceased person is known as necromancy, o a *séance*.

Mediums

A **medium** is a person who Spiritualists believe is able to see, hear or sense beings in the **spirit world**, and who carries messages from the **spirit world** to this **world**. The ability of **mediums** is said to be the result of enhanced natural powers, not supernatural gifts.

Near Death Experiences

An **NDE** might involve walking toward **a** bright light at the end of **a** tunnel, meeting gods, speaking with relatives who **are** long-dead, out-of-body experiences (OBEs) or feeling bathed in light.
Many people report similar experiences. Some people believe this may be proof of an afterlife.

Heaven & Hell

Many people believe that there is an afterlife. Many of these people will believe that there will be a place of beauty and peace, where they may meet other relatives and friends and live forever. People may believe this because of religious beliefs or other reason. Many people also believe that there is a place call hell that is the opposite of Heaven. There is popular beef that you will earn a place in Heaven by living a good and honest life. There are many descriptions of both Heaven and Hell in religious scriptures and other writings.

Reincarnation

This is a belief that after death your soul travels to anew body and starts a fresh life. This could be another human or an animal. This occurs in some religions such as Buddhism and Hinduism**.**

12
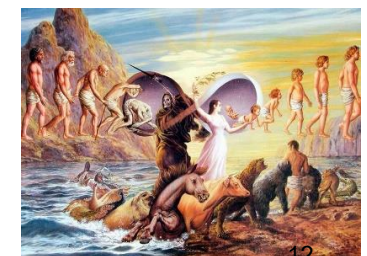
FRENCH - KNOWLEDGE ORGANISER YEAR 9

Months

Days

Days of the week	
Lundi	Monday
Mardi	Tuesday
Mercredi	Wednesday
Jeudi	Thursday
Vendredi	Friday
Samedi	Saturday
Dimanche	Sunday
Le weekend	At the weekend

Months of the year	
Janvier	January
Février	February
Mars	March
Avril	April
Mai	May
Juin	June

Months of the year	
Juillet	July
Août	August
Septembre	September
Octobre	October
Novembre	November
Décembre	December

Forming Questions

C'est quand le…?	When is the …?
C'est qui le?	Who is the...?
C'est où, le?	Where is the…?
C'est combien, le…?	How much is the …?
C'est comment, le...?	How is the …?
C'est quoi, le..?	What is the...?
Pourquoi?	Why?
Qu'est-ce que c'est, le...?	What is the..?

Furniture items - hotel room	
Le canapé	Sofa
Le lit	Bed
La table	Table
L'armoire	Cupboard/wardrobe
La fenêtre	Window
La douche	Shower
Les chaises	Chairs
La machine du café	Coffee machine

LINGUASCOPE
Login Details:
Go to:
www.linguascope.com
Username: paigntonac
Password: Let5learn

Le français c'est formidable!

HOTEL

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Booking a Hotel Room

French	English	French	English
Je voudrais réserver	I would like to reserve	Pour deux nuits	For two nights
Une double chambre	A double room	Je voudrais payer par carte de crédit	I would like to pay by card
Une chambre de famille	A family room	Pour combien de nuits?	For how many nights?
Une chambre individuelle	A single room	Pour combien de personnes?	For how many people?
Avec	With	C'est combien?	How much is it?
Une douche	A shower	C'est pour quelle date?	What date is it for?
Le petit déjeuner	Breakfast		

Ordering in a Café

French	English	French	English
Je voudrais	I would like	Je prends	I'll have
Du café	Some coffee	Du thé	Some tea
Du coca	Some cola	De la limonade	Some lemonade
Des frites	Some chips	Vous désirez?	What would you like?

Higher numbers

Soixante	60
Soixante-dix	70
Quatre-vingt	80
Quatre-vingt-dix	90
Cent	100
Deux cents	200
Trois cents	300
Mille	1,000
Deux milles	2,000

My dream holiday

French	English	French	English
Si j'avais le choix	If I had the choice	Si j'étais riche	If I were rich
Je voyagerais	I would travel	J'irais	I would go
Je visiterais	I would visit	Je goûterais	I would taste
Je resterais	I would stay	Ce serait	It would be
Il y aurait	There would be	Un jacuzzi	A jacuzzi
Un terrain de tennis	A tennis court		

14

Geography: Resource Management

Significance of Food, Water and Energy

Resources such as food, energy and water are what is needed for basic human development.

FOOD	WATER	ENERGY
Without enough nutritious food, people can become **malnourished**. This can make them ill . This can prevent people working.	People need a supply of **clean /safe water** for drinking, cooking and washing. Water is also needed for food/manufacturing.	A good supply of energy is needed for a basic standard of living. People need **light/heat** for cooking/ to stay warm. Also needed for industry.

Energy in the UK

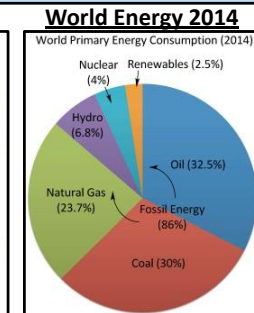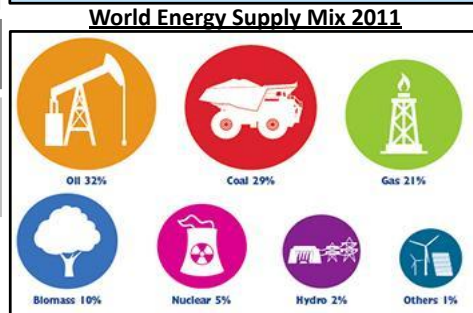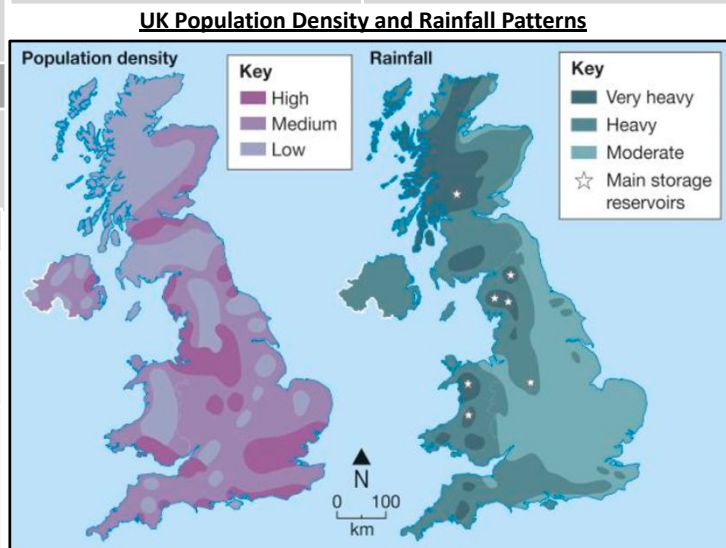| Growing Demand	Energy Mix
The UK **consumes less energy** than compared to the 1970s despite a smaller population. This is due to the **decline of industry**.	The majority of UK's energy mix comes from **fossil fuels**. By 2020, the UK aims for 15% of its energy to come from **renewable sources**.

Changes in Energy Mix

- 75% of the UK's oil and gas has been used up.
- Coal consumption has declined.
- UK has become too dependent on imported energy.

Significance of Renewables	Exploitation	
+ The UK government is investing more into low carbon alternatives. + UK government aims to meet targets for reducing emissions. - Although infinite, renewables are still expensive to install. - Shale gas deposits may be exploited in the near future .	Nuclear	New plants provide job opportunities. Problems with safety and possible harm to wildlife. Nuclear plants are expensive.
	Wind Farm	Locals have low energy bills. Reduces carbon footprint. Construction cost is high. Visual impacts on landscape. Noise from wind turbines.

UK Fracking: Fracking is used to extract natural gas trapped in underground shale rock. It is a method considered by the UK.

Advantages: Estimated to create 64,000 jobs. UK has large shale gas reserves. Is far cheaper than natural gas. **Disadvantages :** May cause groundwater pollution. Is a non-renewable resource. May trigger minor earthquakes

Useful Video Links:
https://www.youtube.com/watch?v=FMU1AGiH5p8
https://www.youtube.com/watch?v=cnZ9tYpkEfM
https://www.youtube.com/watch?v=e0rzaIqDhJY

Food in the UK

Growing Demand	Impact of Demand
• The UK imports about 40% of its food. This increases people's **carbon footprint**. • There is growing demand for greater choice of **exotic foods** all year round.	Foods can travel long distances (food miles). Importing food adds to our carbon footprint. Many food types can't be grown in the UK. Foods from abroad are more affordable.

Agribusiness	Sustainable Foods
Farming is being treated like a industrial business. + Intensive faming maximises the amount of food produced. + Using machinery increases the farms efficiency. - Only employs a small number of workers. - Chemicals used are damaging.	Organic foods that have less impact on the environment . Local food sourcing is also rising in popularity. • **Reduces emissions** by only eating food from the UK. • **Buying locally sourced** food supports local shops and farms. • A third of people **grow their own food**.

UK Population Density and Rainfall Patterns

World Energy Supply Mix 2011

World Energy 2014

Water in the UK

Growing Demand	Deficit and Surplus
The average water used per household has risen by 70%. This growing demand is predicted to increase by 5% by 2020. This is due to: • A growing UK population. • Water-intensive appliances. • Showers and baths taken. • Industrial and leisure use. • Watering greenhouses.	The north and west have a **water surplus** (more water than is required). The south and east have a **water deficit** (more water needed than is actually available). More than half of England is experiencing **water stress** (where demand exceeds supply).

Management	Water Transfer
UK has **strict laws** that limits the amount of discharge from factories and farms. **Education campaigns** to inform what can be disposed of safety. **Waste water treatment plants** remove dangerous elements to then be used for safe drinking.	Water transfer involves moving water through pipes from areas of surplus (Wales) to areas of deficit (London).

Demand Outstripping Supply of Resources

1. Population Growth	2. Economic Development
• Currently the global population **is 7.3 billion expected to reach 9 billion.** • Global population has risen **exponentially.**	• As **LICs** and **NEEs** develop further, they require **more energy** for industry. • **LICs** and **NEEs** want similar lifestyles to **HICs**, therefore they will need to **consume more resources**. • Development means **more water is required** for food production as diets improve.

3. Changing Technology and Employment

- The demand for resources has driven **the need for new technology** to reach or gain more resources.
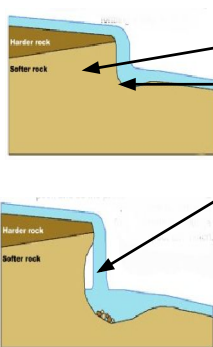
Impact of Energy Insecurity

Sensitive environments	Food production
Exploration of energy resources threatens to harm sensitive areas.	Food production depends on energy to power machinery and transport goods.

Energy conflict	Industry
Shortages can lead to tensions and violence. Conflict can be caused by fear of energy insecurity.	Countries can suffer from shortfalls in energy leading to a decline in manufacturing and services.

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Geography: Rivers

Upper Course of a River

Near the source, the river flows over steep gradient from the hill/mountains. This gives the river a lot of energy, so it will erode the riverbed **vertically** to form narrow valleys.
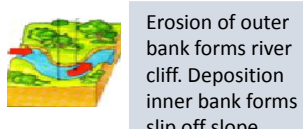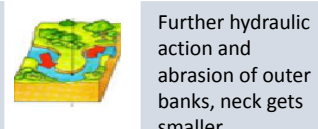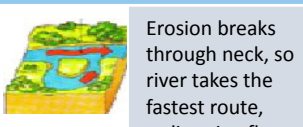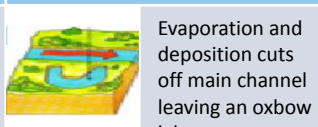
Formation of a Waterfall

1) River flows over alternative types of rocks.

2) River erodes soft rock faster creating a step.

3) Further hydraulic action and abrasion form a plunge pool beneath.

4) Hard rock above is undercut leaving cap rock which collapses providing more material for erosion.

5) Waterfall retreats leaving steep sided gorge.

Middle Course of a River

Here the gradient get gentler, so the water has less energy and moves more slowly. The river will begin to erode **laterally** making the river wider.

Formation of Ox-bow Lakes

Step 1		Step 2	
	Erosion of outer bank forms river cliff. Deposition inner bank forms slip off slope.		Further hydraulic action and abrasion of outer banks, neck gets smaller.
Step 3		**Step 4**	
	Erosion breaks through neck, so river takes the fastest route, redirecting flow.		Evaporation and deposition cuts off main channel leaving an oxbow lake.

What is Deposition?

When the sea or river loses energy, it drops the sand, rock particles and pebbles it has been carrying. This is called deposition.

Useful Video Links:
https://timeforgeography.co.uk/videos_list/rivers/
https://www.bbc.com/bitesize/guides/z3b79qt/video

Lower Course of a River

Near the river's mouth, the river widens further and becomes flatter. Material transported is deposited.

Formation of Floodplains and levees

When a river floods, fine silt/alluvium is deposited on the valley floor. Closer to the river's banks, the heavier materials build up to form natural levees.

- Nutrient rich soil makes it ideal for farming.
- Flat land for building houses.
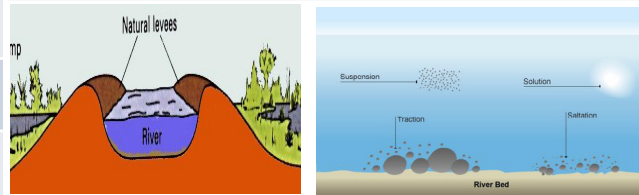
Water Cycle Key Terms

Precipitation	Moisture falling from clouds as rain, snow or hail.
Interception	Vegetation prevent water reaching the ground.
Surface Runoff	Water flowing over surface of the land into rivers
Infiltration	Water absorbed into the soil from the ground.
Transpiration	Water lost through leaves of plants.
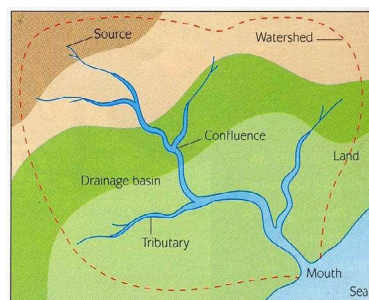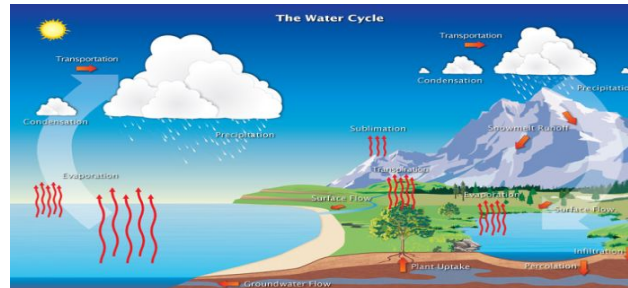
Types of Transportation

A natural process by which eroded material is carried/transported.

Solution	Minerals dissolve in water and are carried along.
Suspension	Sediment is carried along in the flow of the water.
Saltation	Pebbles that bounce along the sea/river bed.
Traction	Boulders that roll along a river/sea bed by the force of the flowing water.

Types of Erosion

The break down and transport of rocks – smooth, round and sorted.

Attrition	Rocks that bash together to become smooth/smaller.
Solution	A chemical reaction that dissolves rocks.
Abrasion	Rocks hurled at the base of a cliff to break pieces apart.
Hydraulic Action	Water enters cracks in the cliff, air compresses, causing the crack to expand.

River Management Schemes

Soft Engineering	Hard Engineering
Afforestation – plant trees to soak up rainwater, reduces flood risk. **Demountable Flood Barriers** put in place when warning raised. **Managed Flooding** – naturally let areas flood, protect settlements.	**Straightening Channel** – increases velocity to remove flood water. **Artificial Levees** – heightens river so flood water is contained. **Deepening or widening river** to increase capacity for a flood.

Physical and Human Causes of Flooding.

Physical: **Prolong & heavy rainfall** Long periods of rain causes soil to become saturated leading runoff.	*Physical:* **Geology** Impermeable rocks causes surface runoff to increase river discharge.
Physical: **Relief** Steep-sided valleys channels water to flow quickly into rivers causing greater discharge.	*Human:* **Land Use** Tarmac and concrete are impermeable. This prevents infiltration & causes surface runoff.

Drainage Basins

The land around a river, from which water drains into the river.

Tributary	A river that flows into a larger one.	Mouth	The point at which the river ends, in the sea, lake or ocean.
Confluence	Where two rivers join.	Watershed	An imaginary line separating one drainage basin from the next.
Source	The starting point of a river.	Bedload	Stones and other material that rolls or bounces along a river bed.

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History

World War 2

COUNTRIES INVOLVED:
Axis Powers; Nazi Germany, Italy & the Empire of Japan
Allies: Great Britain, USSR & USA

INDIVIDUALS
Adolf Hitler, Benito Mussolini, Winston Churchill, Joseph Stalin, Franklin D Roosevelt, Charles Degaulle, Erwin Rommel, Bernard Montgomery, Dwight Eisenhower
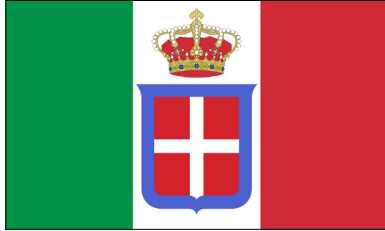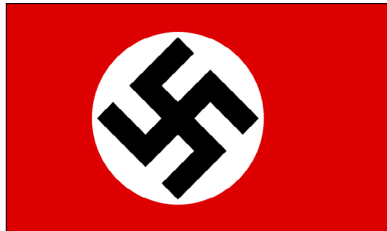
Adolf Hitler   Benito Mussolini   Joseph Stalin   Erwin Rommel

Winston Churchill   Franklin D Roosevelt   Charles de Gaulle   Bernard Montgomery   Dwight Eisenhower

Key Events

Anschluss:	The action of uniting Germany & Austria together, this was banned under the Treaty of Versailles.
Hitler/Chamberlain meeting:	British Prime Minister, Neville Chamberlain returned from meeting Hitler declaring he had achieved "peace for our time."
Invasion of Czechoslovakia:	Nazi Germany & Hitler were given permission by various other countries, including Britain that he could take German speaking lands of Czechoslovakia.
Berlin Olympics:	Germany hosted the Olympic Games in 1936, Hitler used this event to show the power of the Nazi government. The stadiums were docked in flags & symbols of the Nazi regime.
Pact of Steel:	Nazi Germany and the USSR (Russia) made a secret agreement to split eastern Europe between themselves.
Atomic Bombing:	The United States of America dropped the first atomic bombs and the only ones used in warfare in August 1945, leading to Japanese surrender.

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History

World War 2

Key Battles

Invasion of Poland:	1 Sept 1939 – 6 Oct 1939
Invasion of France:	**10 May – 25 June 1940**
Dunkirk:	26 May 1940 – 4 Jun 1940
Battle of the Atlantic:	3 Sept 1939 – 8 May 1945
Operation Barbarossa:	22 Jun 1941 – 5 Dec 1941
North Africa Campaign:	10 Jun 1940 – 16 May 1943
Island Hopping Campaign:	**August 1942 - February 1943**
Stalingrad:	17 Jul 1942 – 2 Feb 1943
Operation Overlord:	6 Jun 1944 – 30 Aug 1944

Europe in April 1944

Front Line 5 April 1944
German Reich with allied countries and occupied territories
Allied territories
Neutrals and non-belligerents

Key Words

Dictator:	a ruler with total power over a country, typically one who has obtained control by force.
Communism:	all property is owned by the community and each person contributes and receives according to their ability and needs.
Facisim:	a way of organising a society in which a government ruled by a dictator controls the lives of the people and in which people are not allowed to disagree with the government.
Appeasement:	Britain's policy in the 1930s of allowing Hitler to expand German territory unchecked.
Blitzkrieg:	an intense military campaign intended to bring about a swift victory.
Blitz:	a German bombing campaign against the United Kingdom.
Rationing:	allow each person to have only a fixed amount of something.
Alliances:	a union or association formed for mutual benefit, especially between countries or organisations.
Blockade:	an act or means of sealing off a place to prevent goods or people from entering or leaving.
Occupation:	the action, state, or period of occupying or being occupied by military force.
Invasion:	an instance of invading a country or region with an armed force.
Embargo:	an official ban on trade or other commercial activity with a particular country.

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Art IDENTITY

Fertile Questions

Is identity affected by culture and social attitudes?
How can we express ourselves through Art?

Key Words

Identity - the fact of being who or what a person or thing is.

Mixed Media - refers to a visual art form that combines a variety of media in a single artwork.

Portrait - a painting, drawing or photograph of a person, especially one depicting only the face or head and shoulders.

Formal Elements:

line   tone   colour   proportion

Brief:

ramm

RAMM in Exeter is having an exhibition with the theme 'Identity'. RAMM would like to display students' work. 'Identity' can be interpreted through 2D outcomes and must include at least two different materials and techniques. RAMM requires students to create an artwork based on the idea of their 'future self'.

Quotes

"Art points to things. It's a way of giving people not the standard way of looking at the world."
Glenn Ligon

"I don't paint dreams or nightmares, I paint my own reality."
Frida Kahlo

"The style I have now is an amalgom of things that I'm most inspired by."
Kervin Brisseaux

Artist Information

Andy Warhol (1928 - 1987) is a Pop Artist who explores identity by how the World sees celebrities.

Frida Kahlo (1907-1954) scrutinises her own identity through painting honest self portraits.

Glenn Ligon (1960 - Present) is a conceptual, contemporary artist who investigates identity by how his loved ones see him.

Kervin Brisseaux (1985 - Present) is a designer and illustrator who works with digital programmes such as Photoshop who is inspired by comic books and pop culture.

Hattie Stewart (1988 - Present) is an artist and illustrator who is known for working on top of magazines and transforms celebrities' identities with 'doodlebombing'.

Frida Kahlo

Hattie Stewart

Andy Warhol

Kervin Brisseaux

Practical Knowledge

Drawing a Portrait in Proportion:
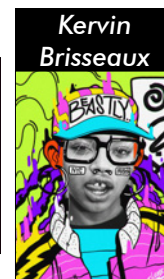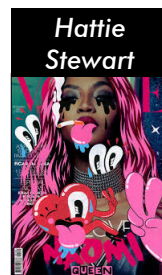
Practical Knowledge

Drawing Features:

Glenn Ligon
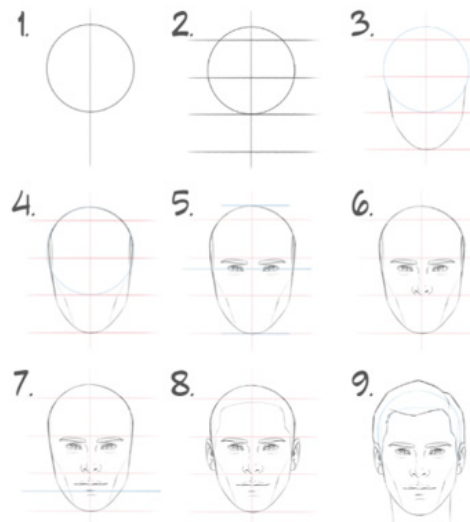
Doodle!

Top Tips

- www.hattiestewart.com
- https://www.brisseaux.com/
- Be brave and experimental.
- Link to your own personal interests, beliefs and morals.
- Take creative risks.
- Be yourself!

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BERTOLT BRECHT was a German Theatre Practitioner, playwright and poet. He was the pioneer of radical theatre and created a style known as Epic Theatre. He grew up during WW1 and WW2. He loved football and sport but disliked Naturalistic Theatre.

Gestus: A gesture which represents a character's attitude, status or social position (eg a servant's bow). These gestures are repeated by characters to make them more stereotypical.

Episodic Structure/Montage: The play is split into separate episodes, that can 'stand alone'. The episodes jump around in time, place and featured characters; so that the audience doesn't become 'engrossed' in a specific moment.

*Fourth Wall:* This is the imaginary wall between the audience and the performers. In Naturalism it is as though the audience is looking through the fourth wall, into the world of the play. Brecht wanted to 'break' the fourth wall, preventing the audience from forming an emotional attachment with/to the characters

Narration: Actors narrate what their character is doing either just before they do it or as they are doing it.

Placards: held up by the character(s) to detract the audience's attention away from the emotion; they usually show thought provoking facts, statistics or information.
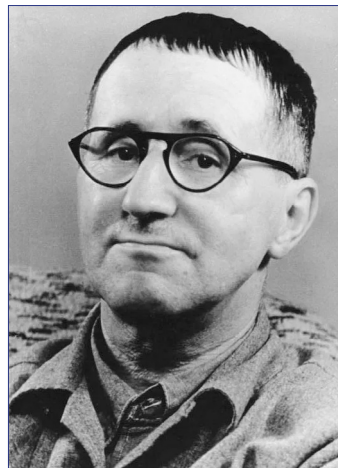
VERFREMDUNGSEFFEKT (VEFFECT): ALIENATION EFFECT

The VEffect was a way of distancing the audience from the emotion of the performance. Brecht wanted his audience to always be aware that it was not real life – it was a performance, performed by actors. This effect can be created through the use of:

DIRECT ADDRESS: Speaking directly to the audience breaks the fourth wall and destroys any illusion of reality. An example would be the moment where Grusha pleads to save baby Michael in The Caucasian Chalk Circle: "I brought him up, shall I also tear him to bits? I can't".

COMING OUT OF ROLE / THIRD PERSON NARRATION: Commenting upon a character as an actor is a clear way of reminding the audience of theatricality.

SPEAKING THE STAGE DIRECTIONS: This device was used by Brecht more frequently in rehearsal than performance. It helps distance the actor from the character they're playing. It also reminds the audience that they're watching a play and forces them to study the actions of a character in objective detail.

SPLIT-ROLE: This is where more than one actor plays the same character. For instance, the actor playing the main character might rotate from scene to scene. This keeps that character representational and inhibits emotional involvement and attachment on the part of the audience.

PLACARDS: A placard is a sign or additional piece of written information presented onstage. Using placards might be as simple as holding up a card or banner. Multimedia or a PowerPoint slide show can also be used for this effect.

MINIMAL SET / COSTUME / PROPS: Set, costume and props are all kept simple and representational.

SYMBOLIC PROPS: Often one item can be used in a variety of ways. A suitcase might become a desk, or a car door or a bomb.

LIGHTING: Brecht believed in keeping lighting simple as he didn't want the production values to overshadow the message of the work. He believed in using harsh white light as this illuminates the truth.

SONG & DANCE: Often in Brechtian theatre the style of the music and the lyrics jar, they don't seem to fit together in style; this distances the audience further. (Juxtaposition)

KEY VOCAB

EPIC THEATRE

JUXTAPOSITION - two images placed together for contrasting effect

BODY LANGUAGE: Body language is a type of non-verbal communication. A performer can use movements, facial expression and posture to communicate how a character is feeling.

STEVEN BERKOFF is a British actor, author, playwright, theatre practitioner and theatre director who is known for his experimental style. His plays often use physical theatre techniques like mime, exaggerated movement and improvisation. He believes that actors' bodies should convey the story rather than relying on sets.

Berkoff's style of physical theatre has a unique style, mood and atmosphere which can be described as intense, sinister, grotesque, synchronised but also mesmerising. The audience must use their imagination throughout to follow the storytelling.
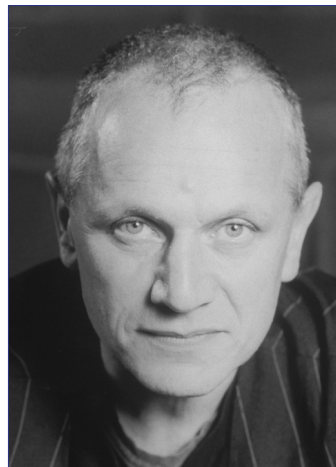
PHYSICAL THEATRE

- A style which uses choreographed movement and dancing to tell a story.
- These movements can be combined with traditional dialogue or used on their own.
- Minimal set and props are used so that the audience can focus on the physical action.
- Sometimes the actors' bodies are used as objects onstage.
- There is nothing realistic about this way of movement and so this style can be associated with Brecht.

Performers can communicate emotion to the audience that would be difficult to convey using dialogue.

KEY FEATURES OF BERKOFF STYLE THEATRE:

- Stylised movement (slow motion/robotic)
- Exaggerated facial expressions
- Direct address
- Exaggerated vocal work
- Tableaux
- Mask
- Ensemble playing
- Minimalistic set
- Exaggerated and stylised mime
- Non-naturalistic set and lighting

KEY VOCAB

SYNCHRONISED - when actors move together, often in unison, as an ensemble.

MIE - A heightened impactful pose, impression or freeze on the stage by a character. Can be used at the beginning of the performance or during it to mark the moment or make an impression.

Unison	Canon
Stillness	Repetition
Movement	Gestures
Mime	Sound-scape

MUSIC

SOUNDTRACKS

Exploring Film Music

A. The Purpose of Music in Film

Film Music is a type of **DESCRIPTIVE MUSIC** that represents a **MOOD, STORY, SCENE** or **CHARACTER** through music, it is designed to **SUPPORT THE ACTION AND EMOTIONS OF THE FILM ON SCREEN**. Film Music can be used to:

- Create or enhance a mood (though the **ELEMENTS OF MUSIC**) ->
- Function as a **LEITMOTIF** (see D)
- To emphasise a gesture (**MICKEY-MOUSING –** when the music fits precisely with a specific part of the action in a film e.g. cartoons)
- Provide unexpected juxtaposition/irony (using music the listener wouldn't expect to hear giving a sense of uneasiness or humour!)
- Link one scene to another providing continuity
- Influence the pacing of a scene making it appear faster/slower
- Give added commercial impetus (released as a **SOUNDTRACK**) – sometimes a song, usually a pop song is used as a **THEME SONG** for a film.
- Illustrate the geographic location (using instruments associated with a particular country) or historical period (using music 'of the time').

D. Leitmotifs

LEITMOTIF – A frequently recurring short melodic or harmonic idea which is associated with a character, event, concept, idea, object or situation which can be used directly or indirectly to remind us of one not actually present on screen. Leitmotifs can be changed through **SEQUENCING, REPETITION** or **MODULATION** giving a hint as to what may happen later in the film or may be heard in the background giving a "subtle hint" to the listener *e.g. the "Jaws" Leitmotif*

B. How the Elements of Music are used in Film Music

PITCH AND MELODY – **RISING MELODIES** are often used for increasing tension, **FALLING MELODIES** for defeat. Westerns often feature a **BIG THEME**. **Q&A PHRASES** can represent good versus evil. The **INTERVAL OF A FIFTH** is often used to represent outer space with its sparse sound.
DYNAMICS – **FORTE (LOUD)** dynamics to represent power; **PIANO (SOFT)** dynamics to represent weakness/calm/resolve. **CRESCENDOS** used for increasing threat, triumph or proximity and **DECRESCENDOS** or **DIMINUENDOS** used for things going away into the distance. Horro Film soundtracks often use **EXTREME DYNAMICS** or **SUDDEN DYNAMIC CHANGES** to 'shock the listener'.
HARMONY – **MAJOR** – happy; **MINOR** – sad. **CONSONANT HARMONY OR CHORDS** for "good" and **DISSONANT HARMONY OR CHARDS** for "evil". **SEVENTH CHORDS** often used in Westerns soundtracks.
DURATION – **LONG** notes often used in Westerns to describe vast open spaces and in Sci-Fi soundtracks to depict outer space; **SHORT** notes often used to depict busy, chaotic or hectic scenes. **PEDAL NOTES** – long held notes in the **BASS LINE** used to create tension and suspense.
TEXTURE – **THIN/SPARE** textures used for bleak or lonely scenes; **THICK/FULL** textures used for active scenes or battles.
ARTICULATION – LEGATO for flowing or happy scenes, **STACCATO** for 'frozen' or 'icy' wintery scenes. **ACCENTS (>)** for violence or shock.
RHYTHM & METRE – 2/4 or 4/4 for Marches (battles), 3/4 for Waltzes, 4/4 for "Big Themes" in Westerns. **IRREGULAR TIME SIGNATURES** used for tension. **OSTINATO** rhythms for repeated sounds *e.g. horses.*

C. Film Music Key Words

SOUNDTRACK – The music and sound recorded on a motion-picture film. The word can also mean a commercial recording of a collection of music and songs from a film sold individually as a CD or collection for digital download.
MUSIC SPOTTING – A meeting/session where the composer meets with the director and decides when and where music and sound effects are to feature in the finished film.
STORYBOARD – A graphic organiser in the form of illustrations and images displayed in sequence to help the composer plan their soundtrack.
CUESHEET – A detailed listing of **MUSICAL CUES** matching the visual action of a film so that composers can time their music accurately. **CLICK TRACKS** – An electronic **METRONOME** which helps film composers accurately time their music to on-screen action through a series of 'clicks' (often heard through headphones) – used extensively in cartoons and animated films.
DIEGETIC FILM MUSIC – Music within the film for both the characters and audience to hear *e.g. a car radio, a band in a nightclub or sound effects.*
NON-DIEGETIC FILM MUSIC – Music which is put "over the top" of the action of a film for the audience's benefit and which the characters within a film can't hear – also known as **UNDERSCORE** or **INCIDENTAL MUSIC**.

E. History of Film Music

Early films had no soundtrack **("SILENT CINEMA")** and music was provided live, usually **IMPROVISED** by a pianist or organist. The first **SOUNDTRACKS** appeared in the 1920's and used existing music **(BORROWED MUSIC –** music composed for other (non-film) purposes) from composers such as Wagner and Verdi's operas and ballets. In the 1930's and 1940's Hollywood hired composers to write huge Romantic-style soundtracks. **JAZZ** and **EXPERIEMENTAL MUSIC** was sometimes used in the 1960's and 1970's. Today, film music often blends **POPULAR, ELECTRONIC** and **CLASSICAL** music together in a flexible way that suits the needs of a particular film.

F. Film Music Composers and their Soundtracks

Jerry Goldsmith
Planet of the Apes
Star Trek: The Motion Picture
The Omen
Alien

John Williams
Star Wars
Jaws
Harry Potter
Indiana Jones
Superman, E.T.

James Horner
Titanic
Apollo 13
Braveheart
Star Trek II
Aliens

Ennio Morricone
The Good, The Bad and The Ugly
For a Few Dollars More
The Mission

Danny Elfman
Mission Impossible
Batman Returns
Men in Black
Spider Man

Hans Zimmer
The Lion King
Gladiator
Dunkirk
Blade Runner 2049
No Time to Die

Bernard Hermann
Psycho
Vertigo
Taxi Driver

All About the Bass
Exploring Bass Clef Reading and Notation and Bass Line Musical Patterns

A. Bass Clef & Bass Clef Notation

STAFF is the name given to the five lines where musical notes are written.

The position of notes on the stave or staff shows their **PITCH** (how high or low a note is). The **BASS CLEF** is a symbol used to show low-pitched notes on the stave and is *usually* used for the left hand on a piano or keyboard to play the **BASS LINE** and also used by low pitched instruments (*see B.*)
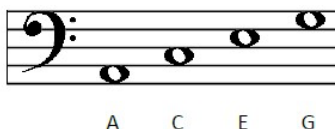
The stave or staff is made up of 5 **LINES** and 4 **SPACES**.

Notes on the **LINES** of the **BASS CLEF**: G, B, D, F, A **G**reen **B**uses **D**rive **F**ast **A**lways
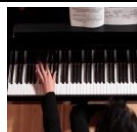

G B D F A

Notes in the **SPACES** of the **BASS CLEF: A, C, E, G A**ll **C**ows **E**at **G**rass

A C E G

Bass Clef **STAFF NOTATION**:

E F G A B C D E F G A B C

B. Musical Instruments that use the Bass Clef

LH Piano, Bass Pedal-Organ, Bassoon, Cello, Double Bass, Trombone, Tuba, Timpani, Bass Guitar, Low Male voice

C. Bass Line Patterns

BASS RIFFS
– Short, repeated, catchy' and memorable Bass Line patterns used in Rock, Rap, Hip Hop, R& B and Pop songs often performed on Bass Guitar. Bass Riffs fit with the notes in the chord, but also other '**EXTRA**' notes **(PASSING NOTES)** to make them memorable.

WALKING BASS – used in Jazz, Blues, Rhythm and Blues, and

Rock'n'roll, and featuring **a note on every beat**. Using the **ROOT, THIRD** and **FIFTH** of the chord, and '**EXTRA**' notes (called **PASSING NOTES**) to create a smooth bass line often moving mainly by step **(CONJUNCT)**.

ALBERTI BASS– a type of
ACCOMPANIMENT PATTERN in the **BASS LINE** using the **ROOT, THIRD** and **FIFTH** notes of a **CHORD** played in a **specific order**:

ROOT	FIFTH	THIRD	FIFTH
Lowest	Highest	Middle	Highest

The pattern repeats, but notes change as chord changes and a melody is added 'on top' of the Alberti Bass. Used by Classical composers such as Mozart, especially in solo piano music, as well as modern composers.

ARPEGGIO

: Playing the notes of a chord separately and **in order** *root,*

third fifth, root, third, fifth etc, can be ascending (going up) or descending (going down).

BROKEN CHORD– Playing the notes of a chord separately but **not necessarily in strict**

order (*e.g., like an Alberti Bass*), often creating a repeated musical pattern, can be ascending (going up) or descending (going down).

BASS PEDAL NOTE– either SUSTAINED notes of LONG DURATION, or

REPEATED LONG NOTES, often in **BASS LINE PART**, using the **ROOT** (a **TONIC PEDAL**) or the **FIFTH** (a **DOMINANT PEDAL**). Changing chords, harmonies, and a melody line "fit over the top" of a **PEDAL** note.
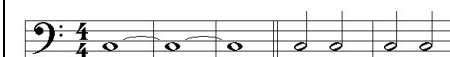
Careers

Careers

Careers

Careers

Library News…

There are two libraries at Paignton Academy, Mrs Barter is the librarian at Borough Road, and Mrs Deane is the librarian at Waterleat Road.

Libraries can be places full of books where you have to be quiet all the time. At Paignton Academy we do things very differently! Whilst we do still want students to respect the Libraries and others that use it, we want to offer a great service to the whole Academy community. Library staff are members of the Careers Team and so can offer information and a relatively quiet place for students to research further and Higher Education opportunities and careers that you may wish to pursue in the future.

These are some of the services we offer:

• A daily Breakfast Club from 8.00am where we offer toast and squash - for free!

• We have thousands of books to suit all ages and abilities: from sports, to fantasy, to comedy, we have something for everyone.

• You can borrow board games and card games to play with your friends.

• Chromebooks can be borrowed that you can use to do your homework, do some research or just to enjoy.

• Various clubs are based in the Libraries that students can take part, for example, Chess Club and Cat Club.

• Special days where there are competitions and fun activities, for example, World Book Day.

• The chance to become a be a Student Assistant Librarian.

• The Libraries are a safe place if you need some 'me' time, or a place just to keep warm and unwind.

• Regular competitions to win prizes!

We also love a party, so look out for posters around the school with up to date information for when the next one is!
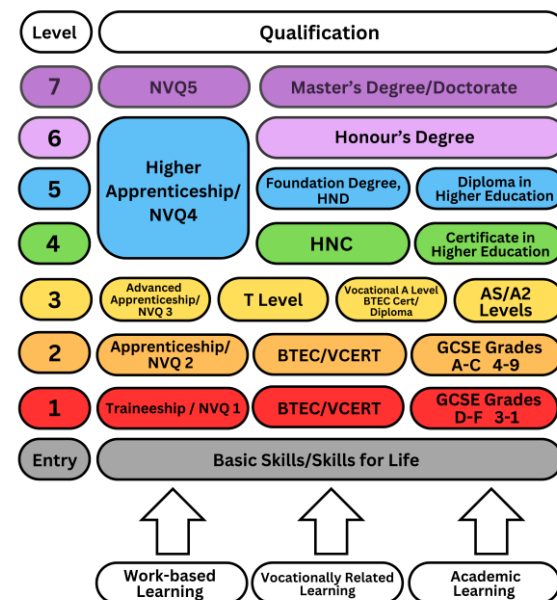
Getting to know me

What type of personality are you? Knowing who you are is a very important part of having a successful and satisfying career. By knowing you, you will know where your strengths lie and this will help you match suitable employment and training options. Why not use the following link and discover a little more about yourself?
https://icould.com/buzz-quiz/

Types of qualifications (After Year 11) …

Level		Qualification	
7	NVQ5	Master's Degree/Doctorate	
6		Honour's Degree	
5	Higher Apprenticeship/ NVQ4	Foundation Degree, HND	Diploma in Higher Education
4		HNC	Certificate in Higher Education
3	Advanced Apprenticeship/ NVQ 3	T Level / Vocational A Level BTEC Cert/ Diploma	AS/A2 Levels
2	Apprenticeship/ NVQ 2	BTEC/VCERT	GCSE Grades A-C 4-9
1	Traineeship / NVQ 1	BTEC/VCERT	GCSE Grades D-F 3-1
Entry		Basic Skills/Skills for Life	

Work-based Learning — Vocationally Related Learning — Academic Learning

Find out more by accessing the Careers Hub

The Careers Team are focussed on preparing our students for the challenges of the working world. We aim to do this by raising aspirations and building self-confidence. We are always available to speak to, via email and can arrange for one to one appointment. We offer regular drop in Careers sessions in the library at WRC on a Monday lunchtime and on a Tuesday lunchtime at BRC. We also offer extra drop in sessions at lunchtime covering topics such as securing an Apprenticeship, AI media workshop, Online/Interview skills, CV writing, job searching and applying for jobs. The Careers Hub is a dedicated careers information source simply click on the Careers Hub logo on the homepage of the Academy website to enter the site.

Please feel free to stop by the library or the Careers office at BRC and email us at:
careers@paigntonacademy.org

We look forward to hearing from you!

Mrs Hay   Mrs Vere   Mrs Deane   Mrs Barter

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mind Devon

01752 512 280

shout 85258

kooth

YOUNGMiNDS
fighting for young people's mental health

mind
for better mental health

HELP AND SUPPORT

ChildLine
0800 1111

THE MIX
Provides support for anyone under the age of 25
www.themix.org.uk | 0808 808 4994

CAMPAIGN AGAINST LIVING MISERABLY
CALM
Confidential support to people experiencing difficulties
ww.thecalmzone.net
0800 58 58 58
Everyday, 5pm-midnight

Whatever you're facing
We're here to listen
Call free day or night on
116 123
Email jo@samaritans.org
SAMARITANS
samaritans.org
Free 24/7 call service for all ages to talk about your issues
www.samaritans.org | 116 123

stem4
supporting teenage mental health
Free service & apps supporting mental health for ages 11-19
www.stem4.org.uk

PAIGNTON ACADEMY

In School

Speak to your Tutor

Find a member of staff with an Orange Lanyard

Speak to any member of staff

Use the 'Safeguarding Concern Form' on your school desktop page

Speak to your Head of House or Pastoral Manager